NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I

2015-2016 TITLE I SCHOOLWIDE PLAN*

*This plan is only for Title I schoolwide programs that are **_not_** identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION

DISTRICT INFORMATION	SCHOOL INFORMATION
District: IRVINGTON TOWNSHIP	School: MADISON AVENUE SCHOOL
Chief School Administrator: DR. NEELY HACKETT	Address: 36 Mt. Vernon Avenue, Irvington, NJ 07111
Chief School Administrator's E-mail: nhackett@irvington.k12.nj.us	Grade Levels: K - 5
Title I Contact: MRS. EILEEN WALTON	Principal: MR. LEONARD ROSENBERG
Title I Contact E-mail: ewalton@irvington.k12.nj.us	Principal's E-mail: lrosenberg@irvington,k12.nj.us
Title I Contact Phone Number: (973) 399 – 6800 x 1673	Principal's Phone Number: (973) 399 – 3800 EXT. 2601

Principal's Certification

The following certification must be made by the principal of the school. Note: Signatures must be kept on file at the school.

❑ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of Schoolwide Plan. I have been an active member of the planning committee and provided input to the school needs assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

_____   _____   _____

Principal's Name   **Principal's Signature**   **Date**

SCHOOLWIDE SUMMARY INFORMATION

Critical Overview Elements

- The School had _____6_____ (number) of stakeholder engagement meetings.

- State/local funds comprised 2.15 % of the school's budget in 2013-2014.

- State/local funds will comprise _____$ of the school's budget in 2014-2015.

- Title I funded programs/interventions/strategies/activities in 2014-2015 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
Field Trips (Transportation) #3		Supplemental school activities involving grades K- 5	20-T15-000-270-512-15-07	$1,968.44

Chrome Books / Cart	#4	A classroom set of Chrome Books will be available in Grade 3) to enhance learning.	20-2I6-100-600-00-07	$12,500.00
Math PARCC preparation Program: After School Program	#2	After School Program Gr 3-5	20-TI6-100-100-07-30	$10,878.00
			20-T16-200-200-07-30	$832.17
			20-2I6-100-600-00-07	$396.47

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT

ESEA §1114(b)(2)(B)(ii): *"The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"*

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For continuity, some representatives from this needs assessment stakeholder committee should be included in the stakeholder group planning committee. Identify the stakeholders who participated in the needs assessment and/or development of the plan. Signatures should be kept on file in the school office for review. Print a copy of this page to obtain signatures. *Add lines as necessary.

Name	Stakeholder Group	Participated in Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
LEONARD ROSENBERG	School Staff – Principal	X	X	X	
REMY FOLUKE	School Staff - Teacher	X	X	X	
PATRICIA SIMO	School Staff - Teacher	X	X	X	
AUDREY BARTELL	School Staff - Teacher	X	X	X	
KEVIN McNULTY	School Staff - Teacher	X	X	X	
MICHAEL SKIBICKI	School Staff – Guidance	X	X	X	
KIM SPANN	School Staff - Secretary	X	X	X	
SYNTHIA JONES-PENDER	School Staff – Parent Coordinator	X	X	X	
MONICA GREER	Parent	X	X	X	

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT

Stakeholder/Schoolwide Committee Meetings

The purpose of this committee is to organize and oversee the needs assessment process; lead the development of the schoolwide plan; and conduct or oversee the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at different times of the year (e.g., fall and spring). List the dates of the meetings when the Stakeholder/Schoolwide Committee discussed the needs assessment, Schoolwide Plan development, and the program evaluation below.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	**No**	**Yes**	**No**
9/12/14, 11/14/14, 12/5/14, and 1/23/15-	Madison Avenue School – Principal's Office	Needs Assessment	**X**		**X**	
2/27/15 and 3/27/15	Madison Avenue School – Principal's Office	Plan Development	X		X	
Pending		Program Evaluation				

*Add rows as necessary.

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our purpose here?
- What are our expectations for students?
- What are the responsibilities of the adults who work here?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

What is the school's mission statement?	The Madison Avenue School educational community's vision is to recognize that all students can learn given the appropriate supports for success. All teachers expect students to achieve and to maximize their talents to the best of their abilities. Each staff member is responsible for the academic progress of each student. Our professional learning communities and common planning periods enable teachers to collaborate on achieving academic excellence at Madison Avenue School. In addition, each staff member is committed to student achievement and this is displayed by staff planning, observed lessons, and evaluations.

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;(2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and(3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 Schoolwide Program
(For schools approved to operate a schoolwide program prior to 2014-2015)

1. Did the school implement the program as planned? Yes. All facets of the plan were implemented with commitment and rigor from the entire school staff.

2. What were the strengths of the implementation process? Total teacher and stakeholder collaboration (use of surveys, assessment meetings, ideas shared in common planning, grade level, faculty, and School Leadership Council meetings) existed throughout the implementation process.

3. What implementation challenges and barriers did the school encounter? Madison Avenue School faced such barriers as student mobility, lack of student motivation, and minimal parental involvement at school functions.

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation? The strengths included a total commitment among the teachers and stakeholders to raise student achievement. That mindset provided a positive tone during the implementation process. One weakness is the need for more consistent time in the schedule for common planning and the opportunity for on-going professional development.

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs? The staff and administration are committed to raising student achievement. Ongoing communication exists between teachers, parents, and other stakeholders through Open House, parent conferences, phone calls to parents, and PTA meetings where our vision is shared with other members of the Madison Avenue School community. Parent conferences and phone calls from the teaching staff were made daily. PTA meetings were held monthly.

6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions? Through the use of online surveys and faculty meetings, the perceptions from the staff at Madison Avenue School reveal a positive perception of the plan and an eagerness to develop it thoroughly and efficiently.

7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions? Through the use of parent questionnaires, which asked about parents' perception of the educational atmosphere at the school, parent programs, and formal and informal conversations, Madison Avenue School's educational community and stakeholders have a positive perception of the school's vision.

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.) Each meeting was delivered in both formal and informal meetings with the stakeholders.

9. How did the school structure the interventions? Each facet of the program was addressed with staff, parents, and other stakeholders in the Madison Avenue School community. Components of the program were discussed with teachers during faculty meetings and to parents during parent workshops.

10. How frequently did students receive instructional interventions? Students received instructional interventions continuously throughout the school year. Students were involved in an after school tutorial program four days a week for a duration of three weeks in late April and early May. In addition, students were given opportunities, on a daily basis, to receive before school and lunchtime tutoring from teachers on each school day. The need of intervention was based on results from data obtained through Read 180 and First in Math, along with teacher recommendation.

11. What technologies did the school use to support the program? By the use of Smartboards, "First in Math," "My Math," "Reading 180" and the Computer Lab, technology was a major contributor to the the success of the program because it allowed a more individualized approach in student assessment.

12. Did the technology contribute to the success of the program, and if so, how? Yes, technology still contributes to the success of the program by still allowing students individualization in the learning process. Data provided by 3rd, 4th, and 5th grade ELA and Math teachers, who used the Read 180 and My Math programs, all met their Specific and General S.G.O's.

SCHOOLWIDE COMPONENT: EVALUATION

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2012-2013	2013-2014	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency.
Grade 4	34	pending	1. Intensive After School program. 2. Student Portfolios / Common Assessments	Data derived from students' increased post-test scores compared to their pre-test scores, during the After School program, revealed that proficiency at that point had increased.
Grade 5	21	pending	1. Intensive After School Tutoring program 2. Student Portfolios / Common Assessments	Data derived from students' increased post-test scores compared to their pre-test scores, during the After School program, revealed that proficiency at that point had increased.
Grade 6	N/A	N/A		
Grade 7	N/A	N/A		
Grade 8	N/A	N/A		
Grade 11	N/A	N/A		
Grade 12	N/A	N/A		

Mathematics	2012-2013	2013-2014	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency.
Grade 4	21	pending	1. "My Math" program 2. "First in Math" program 3. Intensive After School Tutoring program	Data derived from students' increased post-test scores compared to their pre-test scores, during the After School program, revealed that proficiency at that point had increased.

			4. Common Assessments	
Grade 5	20	pending	1. "My Math" program 2. "First in Math" program 3. Intensive After School Tutoring program 4. Common Assessments	Data derived from students' increased post-test scores compared to their pre-test scores, during the After School program, revealed that proficiency at that point had increased.
Grade 6	N/A	N/A		
Grade 7	N/A	N/A		
Grade 8	N/A	N/A		
Grade 11	N/A	N/A		
Grade 12	N/A	N/A		

Evaluation of 2014-2015 Student Performance
Non-Tested Grades – Alternative Assessments (Below Level)

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2012-2013	2013-2014	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency.
Pre-Kindergarten				
Kindergarten	N/A	N/A	1. Initial implementation of Read 180 program. 2. Initial implementation of System 44 program	
Grade 1	N/A	N/A		
Grade 2	N/A	N/A		Programs will provide proficiency in the spring of 2015, when students take the NJASK.
Grade 9				
Grade 10				

SCHOOLWIDE COMPONENT: EVALUATION

Mathematics	2012-2013	2013-2014	Interventions Provided	Describe why the interventions provided *did* or *did not* result in proficiency.
Pre-Kindergarten	N/A	N/A/		
Kindergarten				
Grade 1				
Grade 2			1. My Math 2. First in Math	Programs will provide proficiency in the spring of 2015 when students take the NJASK 3
Grade 9				
Grade 10				

SCHOOLWIDE COMPONENT: EVALUATION

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement **Implemented in 2013-2014**

1 Interventions	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes (outcomes must be quantifiable)
Read 180 Program	ELA	Pending	PARCC Results	PARCC – Provides level of proficiency per student according to state standards in literacy relative to NJCCS and new CCSS. Students are compared within their various subgroups and to all district schools, represented in the district factor groups.
			Cycle Test, Pre & Post Tests	Data assists in determining instructional effectiveness of knowledge acquired; used by 100% of the teachers in grades K-5. Pre-tests are used to drive instruction and to allow for differentiated and flexibility to group students. Data derived from students' increased post-test scores compared to their pre-test scores, during the After School program, revealed that proficiency at that point had increased.
			Portfolio Assessment	Assessment monitoring of students' mastery of core curriculum reveals a range of skills and understanding
			Fountas and Pinnell Benchmarks	Running Records – used to determine levels of independence and instructional skills in reading
			Report Cards	Report Cards – student progress toward NJCCS
"My Math" program "First in Math"	Mathematics	Results Pending	NJASK 3, 4, 5	PARCC – Provides level of proficiency per student according to state standards in literacy relative to NJCCS

1	2	3	4	5
program				and new CCSS. Students are compared within their various subgroups and to all district schools, represented in the district factor groups.
			Cycle Tests, Pre & Post Tests	Data assists in determining instructional effectiveness of knowledge acquired; used by 100% of the teachers in grades K-5. Pre-tests are used to drive instruction and to allow for differentiated and flexibility to group students. Data derived from students' increased post-test scores compared to their pre-test scores, during the After School program, revealed that proficiency at that point had increased.
			Math Journals	Assessment monitoring of students' mastery of core curriculum reveals a range of skills and understanding. Data used to determine growth and achievement.
			"My Math"	
			"First in Math"	Data used to determine growth and achievement
			Report Cards	Report Cards- Student progress towards NJCCS.
Inclusion Program	Students with Disabilities	Results Pending	PARCC Results	PARCC – Provides level of proficiency per student according to state standards in literacy relative to NJCCS and new CCSS. Students are compared within their various subgroups and to all district schools, represented in the district factor groups.
			Cycle Tests	Data assists in determining instructional effectiveness of knowledge acquired; used by 100% of the teachers in

SCHOOLWIDE COMPONENT: EVALUATION

1	2	3	4	5
			Portfolios	grades K-5. Pre-tests are used to drive instruction and to allow for differentiated and flexibility to group students. Assessment monitoring of students' mastery of core curriculum reveals a range of skills and understanding. Data used to determine growth and achievement. Report Cards- Student progress toward NJCCCS/CPI's
N/A	Homeless/Migrant	N/A	N/A	N/A
ESL Program Bilingual Program	ELLs	Results pending	PARCC Results Cycle Tests Portfolios	PARCC -Provides level of proficiency per student according to state standards in content areas. Data assists in determining instructional effectiveness of knowledge acquired; used by 100%f of the teachers in grades K-5 for each unit of mathematics. Pre-tests are used to drive instruction and to allow for differentiation and flexibility to group students. Assessment monitoring of students' mastery of core curriculum; reveals a range of skills and understanding. Data used to determine growth and achievement. Data used to determine growth and achievement. Report Carts-Student progress toward NJCCCs/CPI's

Extended Day/Year Interventions **Implemented in 2014-2015 to Address Academic Deficiencies**

Interventions	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes (outcomes must be quantifiable)
After School Program	ELA	Results pending	PARCC Results Cycle Tests Math Journals	PARCC provides level of proficiency per student according to state standards in ELA Pre/Post assessment

SCHOOLWIDE COMPONENT: EVALUATION

	2	3	4	5
After School Program	Mathematics	Results pending	PARCC Results Cycle Tests Math Journals	PARCC provides level of proficiency per student according to state standards in Mathematics Pre/Post assessment
After School Program	Students with Disabilities	Results pending	PARCC Results Cycle Tests Portfolios Math Journals	PARCC provides level of proficiency per student according to state standards in content areas. Pre/Post assessments
N/A	Homeless/Migrant	N/A	N/A	N/A
After School Program	ELLs	Results pending	PARCC Results Cycle Tests Portfolios	PARCC-Provides level of proficiency per student according to state standards in content areas. Pre/Post assessments

SCHOOLWIDE COMPONENT: EVALUATION

Evaluation of 2014-2015 Interventions and Strategies

Professional Development **Implemented in 2013-2014**

1 Strategy	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes (outcomes must be quantifiable)
Teacher workshops on Running Records and Effective Writing Folders	ELA	Results pending	Workshop Turnkey Agenda Walkthroughs Evaluations Observations	All teachers implemented the ideas presented in the professional development workshops. Evidence derived from walkthroughs and evaluations by the building principal and the ELA supervisor support evidence that Running Records and the maintenance of effective writing folders are being utilized in all ELA classrooms.
Teacher workshops on My Math	Mathematics	Results pending	Workshop Turnkey Agenda Walkthroughs Evaluations Observations Student Performance	All teachers implemented the My Math program with their respective students as evidenced by program data. Evidence derived from walkthroughs and evaluations by the building principal and the Math supervisor support evidence that mastery of the tenants of all components of the My Math program are being effectively and regularly utilized by all Math teachers.
Teacher workshops on Theory of Inclusion and How to Implement in General Education	Students with Disabilities	Results pending	Walkthroughs Evaluations	All teachers attended the workshops presented by the Director of Special Service: strategies were implemented throughout the school where applicable. Evidence derived from walkthroughs and evaluations by the building principal and the Director of Special Services support evidence that general education teachers understand the theories of Inclusion and implement them regularly with the school's Inclusion teacher.
N/A	Homeless/Migrant	N/A		
Teacher meetings with supervisor of ESL and Bilingual Education	ELLs	Results pending	Observations/Evaluations of strategies in place	Evaluations showed evidence of new strategies. Annual assessments through ACCESS to determine readiness.

SCHOOLWIDE COMPONENT: EVALUATION

Family and Community Engagement Implemented in 2013-2014

1 Strategy	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes (outcomes must be quantifiable)
Home Language Survey An Engaging and Purposeful "Read Out Loud" Workshop for Parents	ELA	Yes	Surveys Parent Advisory Committee Workshop attendance	Government Programs Significant Parent Workshop attendance
NJASK Parent Workshop	Mathematics	Yes	Attendance records	Parent involvement and attendance at the NJASK Parent Workshop
Open School Night Parent Conferences	Students with Disabilities	Yes	Attendance records	Ongoing school contact with parents of students with disabilities
N/A	Homeless/Migrant	N/A	N/A	N/A
Engaging and Purposeful Read Out Loud Workshops for Children and Parents	ELLs	Yes	Attendance records Walkthroughs Evaluations	Significant Parent Workshop attendance

SCHOOLWIDE COMPONENT: EVALUATION

Principal's Certification

The following certification must be made by the principal of the school. Note: Signatures must be kept on file at the school.

❑ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

_____   _____   _____

Principal's Name   **Principal's Signature**   **Date**

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children . . . that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards . . . "

2015-2016 Needs Assessment Process
Data Collection and Analysis

Multiple Measures Analyzed by the School in the Needs Assessment Process for 2013-2014 Interventions and Strategies

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	PARCC Results Cycle Tests, Pre/Post Tests Portfolio Assessment Fountas and Pinnell Benchmarks Reading ELA Read Aloud, Shared Reading, Guided Reading Report Cards Read 180 Results System 44 Results	Data derived from teachers' end of the year SGO's revealed that all ELA teachers obtained their General and Specific SGO's in all subject areas. Teachers' SGO ratings were either "Full" or "Exceptional." PARCC -Provides level of proficiency per student according to state standards in literacy relative to NJCCCS and the new CCSS. Students are compared within their various subgroups and to all district schools, represented in the district school factor groups. Data assists in determining instructional effectiveness of knowledge acquired; used by 100% of the teachers in grades K-5. Pre-tests are used to drive instruction and to allow for differentiation and flexibility to group students. Assessment monitoring of students' mastery of core curriculum reveals a range of skills and understandings. Diagnostic, formative, and summative data is used to inform and drive instruction and check student comprehension to teaching points. Running Records-used to determine levels of independence and instructional skills in reading. Report Cards-student progress toward NJCCCS/CPI's and quarterly reports.
Academic Achievement - Writing	PARCC Results Cycle Tests	Data derived from teachers' end of the year SGO's revealed that all ELA teachers obtained their General and Specific SGO's in all subject areas. Teachers' SGO ratings were either "Full" or "Exceptional."

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
	Portfolio Assessments LAL Journals	NJASK-Provides level of proficiency per student according to state standards in literacy. Data assists in determining instructional effectiveness of knowledge acquired. Each student is required to have a working portfolio that contains numerous samples of completed common assessments to order to measure their Progress from September until June. Assessment monitoring of students' mastery of core curriculum reveals a range of skills and understandings. Portfolio assessment is accomplished through rubrics.
Academic Achievement - Mathematics	PARCC Results My Math First in Math Math Journals Cycle Tests Report Cards	Data derived from teachers' end of the year SGO's revealed that all Math teachers obtained their General and Specific SGO's in all subject areas. Teachers' SGO ratings were either "Full" or "Exceptional." NJASK-Provides level of proficiency per student according to state standards in Mathematics. Data assists in determining instructional effectiveness of knowledge acquired and is used by 100% of the teachers in grades K-5 for each unit of mathematics. Pre-tests are used to drive instruction and to allow for differentiation and flexibility to group students. Assessment monitoring of students' mastery of core curriculum reveals a range of skills and understandings. Data used to determine growth and achievement. Report Cards show students' progress towards NJCCCS/CPI's.

Family and Community Engagement	Parent/Teacher Conferences
	 Parent Teacher Organizations
	 Parent Workshops
	 PARCC Workshops
		Indicates number of parents attending events, conferences, and workshops.
		 Planned for 2013-2014
		     Family Engagement in Education
		     Health and Awareness for Body, Soul, and Mind

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
	Anti-Bullying Laws "Bring Your Father to School" Day	
Professional Development	In and Out of District Workshops College Courses Outside Consultants Faculty Meetings	Results show that Professional Development is ongoing and targets the needs of the staff. Topics included the Danielson model for teacher evaluation and ongoing training in Read 180 and My Math. Professional Development is based on goals set to increase student achievement. Additional Professional Development is based on the collaboration and articulation (vertically and horizontally) in faculty meetings, common planning periods, and workshops.
Homeless	N/A	N/A
Students with Disabilities	Inclusion Teachers Individual Educational Plans	All students with disabilities have a specific IEP as well as goals and objectives in place for their specific needs. These goals are regularly assessed and reported to parents through ongoing communication, quarterly reports, and progress reports.
English Language Learners	ACCESS Testing Results ESL and Bilingual Program	Expanded to meet our current increase in ELL population. Individual needs are assessed and programmed based on the results of the ACCESS Test. These needs are regularly assessed and reported to parents through ongoing communication, quarterly reports, and in progress reports.
Economically Disadvantaged	Free and Reduced Lunch "Back-Pack" Program	All applications are reviewed to properly identify students for additional programs that can be offered based on this status. These programs include, but are not limited to, additional parent workshops, additional tutoring, and available resources for student class preparedness.
School Climate and Culture	Positive Behavior Suspension/H.F.P (Home for Parent) Rate School Safety Team Healthy School Committee	Surveys have determined that staff, students, and parents are aware of the Positive Behavior Support Program (H.E.A.R.T); parents responded that the program is well accepted and provides motivators for appropriate behavior. Staff has responded that the program needs to be ongoing. Safety Team and Healthy School Committee report that students are

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
	Health and Social Services Coordinator Discipline Referrals	following school rules and regulations. Health and Social Services Coordinator meets regularly with students. Discipline reports measure indicates how students follow the rules and regulations of the school. Attendance Records-reflective of consistency in learning.

Leadership	Principal
	   Observations
	   Lesson Plans
	   Walkthroughs
	
	Maintaining Professional Committees Among Teachers
		The Principal's leadership and evaluation skills have been enhanced by ongoing training in the Danielson model and by the 43 formative and summative evaluations done by him.
		Observations/Evaluations-provide feedback of administrator and teacher's best practices.
		Lesson plans are submitted weekly via Oncourseand checked and commented on by the Principal on a regular basis.
		Walkthroughs take place weekly to monitor instruction and its alignment with curriculum. Feedback is provided through email and individual conferencing.
		Teachers have been trained and given leadership roles in the following school-wide committees:
		   Positive Behavior Support – provided students reinforcement to exhibit positive behavior, thus, decreasing the number of student suspensions during the school year.
		   School Leadership Council – allowed various members of the school community to have input in various responsibilities in the school.
		   Safety Team – enabled members of the team to meet regularly to discuss any potential safety issues which arose during the school year, thus, prevented the school from any citations.
		   Data Team – provided the teaching staff means for to drive instruction in order to maximize student achievement.
		   Healthy School Committee – enabled teachers to impress to their students the importance of eating and living healthy. This helped

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		maintain a low occurrence of student absentism due to illness.
		504 Team – Members made certain that students with special needs were accommodated in order to achieve maximum student achievement.
		I&RS Team – This team enabled students who may have educational or behavioral difficulties to be helped in a timely manner. This decreased the occurrences of suspensions during the school.
		Crisis Team – Results from this team indicate that Madison Avenue School remains a safe school with no incidents or citiations.
		QSAC Team – Accumulated and maintained records for yearly submission to the State.
		Emergency Response Team – Regularly reviewed "Emergency Procedures" handbook.
		School Climate Committee – Helped to decrease the number of suspensions to a minimum.
School-Based Youth Services	N/A	N/A

2015-2016 Needs Assessment Process
Narrative

1. What process did the school use to conduct its needs assessment?

   Building principals were instructed to review the plan with their School Leadership Council and other stakeholders. I organized committees of various stakeholders. My goal was to obtain the input of all stakeholders to analyze and recognize needs within the school in order to successfully develop goals to meet those needs. The review included analysis of these documents: New Jersey

Quality Single Accountability Continuum (NJQSAC); Annual Needs Assessment: Ed Solutions Data, Instructional Priorities; Standardized Test Scores; Parental Surveys. The objective was to revise the plan to reflect the needs for the 2013-2014 school year. Throughout the year, all results were discussed with classroom teachers so that instruction could be examined and adjusted to meet the needs of our students.

2. What process did the school use to collect and compile data for student subgroups?

The Director of Testing disaggregates all state test scores and disseminates data to building principals; SLC Stakeholders analyzed the data and shared it with school staff. This standardized testing data, provided by the State Department of Education provided baseline data from which to work. Content area supervisors analyzed all cycle and state tests cluster itemizations to facilitate prevention and intervention measures.

3. How does the school ensure that the data used in the needs assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?

Data collection methods are valid and reliable because they are based on standardized tests, are scientifically researched or evidence-based, and the results and outcomes are measureable in order to compare data from one time period to another. The baseline data from PARCC will be provided annually by the New Jersey Department of Education and the data is publicly reported to the Board of Education as required by state law. Data was disaggregated and compared to both previous grade level data as well as longitudinally.

4. What did the data analysis reveal regarding classroom instruction?

Various assessments focused on ELA and Math revealed that more application of professional development is needed in the areas of reading, writing, math, and technology as well as interdisciplinary lesson planning and the use of these units. Data yielded from online surveys indicated that differentiated instruction is an area of needed concentration.

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?

Through staff surveys, administrative observations, and results of analyzing student data, the data revealed that the professional development opportunities offered were aligned to the priority areas of ELA and Math. The feedback and analysis from the professional needs assessments offered were aligned to the priority areas of ELA and Math. The feedback and analysis from the professional needs assessments revealed that teachers increasingly desired to have professional development that addresses subject matter knowledge particular to their classroom needs and the use of technology as a teaching and learning tool. In order to meet the needs of each student including ELL, Bilingual, and Special Education, the instructional staff participated in extensive professional development based on results from a variety of student assessments as well as professional development provided by the Director of Special Services. All teachers meet monthly at grade level and common planning meetings to review data in order to determine instructional priorities. Teachers have been trained in the analysis of Running Records, vocabulary instruction, reading comprehension, and differentiated instruction.

6. How does the school identify educationally at-risk students in a timely manner?

At the beginning of the school year an analysis of NJASK scores in Math and ELA identify at-risk students. Foutas and Pinnell September/October Benchmark Assessments are also used. Throughout the year all results are discussed with classroom teachers so that instruction can be examined and adjusted to meet the needs of our students. At-Risk students can be identified in any of the following ways: report card grades, teacher observation, guidance/child study team recommendations, parent inquiry, formal and informal assessments, and /or through state standardized tests.

7. How does the school provide effective interventions to educationally at-risk students?

Once identified, at-risk students receive any or all of the following interventions: differentiated instruction in the classroom in which the students work in various group structures including tiered instruction, small groups, flexile groups, and partner settings.

Additionally, children identified as educationally at-risk were given the opportunity to attend Saturday tutoring sessions. The Child Study Team can also interview at-Risk students after interventions have been put into place.

8. How does the school address the needs of migrant students? N/A

9. How does the school address the needs of homeless students? The following mechanisms are in place to address homeless students: Parent Coordinators, HSSC, Homeless Liason, Guidance Counselor, and outside agencies.

10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?

Academic assessments are discussed at grade level meetings where multi-dimensional formative assessments (rubrics, open-ended questions, and authentic assessments) and summative assessments are evaluated for effectiveness. Teachers are often engaged in discussion regarding academic assessments with administration and peers through weekly team meetings, faculty meetings, and grade level discussions. After assessments are analyzed, instructional priorities are determined.

11. How does the school help students transition from preschool to kindergarten, elementary to middle school and/or middle to high school?

Pre-school students take a tour of their respective buildings with their teachers and participate in a modified Kindergarten orientation during the spring. At the beginning of the school year, parents and children are able to meet the teacher and visit the classroom. Opportunities are also given for out 5th grade students to attend Middle School Orientation in late spring.

12. How did the school select the priority problems and root causes for the 2015-2016 school wide plan?

Our school selected the priority problems and root causes for the 2013-2014 school wide plan by examining and analyzing the Needs Assessment Survey, the pacing guides for Math and English Language Arts, the clusters that showed weaknesses on the NJASK, and by holding meetings with a specifically appointed team, Title 1 School Program Committee, to address specific needs relating to Madison Avenue School.

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

2015-2016 Needs Assessment Process
Description of Priority Problems and Interventions to Address Them

Based upon the school's needs assessment, select at least three priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	Lack of Teacher Professional Development	Low proficiency levels in Math and ELA
Describe the priority problem using at least two data sources	Results from 2011 – 2012, 2012 – 2013, 2013 - 2014 NJASK Math & ELA indicate that teachers need additonal training in differentiated instruction and formative assessments.	Past NJASK results indicate there is a need to increase proficient scores. In addition, this need is substantiated by results from district cycle tests.
Describe the root causes of the problem	Lack of opportunities exists for teachers during the school year for them to keep informed of new trends and studies.	Lack of reading readiness in the lower grades.
Subgroups or populations addressed	Inclusion teachers and special subject teachers.	An increase in proficient Science scores is needed in grade 5.
Related content area missed	N/A	Although not tested, proficiency in Social Studies should be addressed
Name of scientifically research based intervention to address priority problems	Professional communities, common planning and peer coaching	Differentiated Instruction Common Assessments Early Intervention Data Driven educational decision-making
How does the intervention align with the Common Core State Standards?	Professional development based on New Jersey Professional Development Standards for Teachers	Intervention is aligned to specific skills addressed in the Common Core Standards in which students are deficient.

2015-2016 Needs Assessment Process
Description of Priority Problems and Interventions to Address Them (continued)

	#3	#4
Name of priority problem	School Climate and Culture	Lack of student proficiency in the use of technology
Describe the priority problem using at least two data sources	Report Card Results Log-In Reports generated from "First in Math"	"My Math" Results – Educational time is utilized by the classroom teacher to guide students through the necessary steps on how to navigate through the program rather than on content instruction and individual work. "Read 180" Results - – Educational time is utilized by the classroom teacher to guide students through the necessary steps on how to navigate through the program rather than on content instruction and individual work.
Describe the root causes of the problem	Lack of a significant amount of academic clubs and field trips to enrich the students' academic experience outside of the classroom.	There is a lack of teacher experience and training in the use of technology.
Subgroups or populations addressed	Kindergarten – 2nd grade	Kindergarten – 2nd grade.
Related content area missed	Social Studies.	Social Studies, World Language, Art, and Music.
Name of scientifically research based intervention to address priority problems	Formative Assessments Differentiated Instruction Data driven educational decision-making	Differentiated Instruction on how to teach students to navigate through "My Math" and "Read 180" programs using a variety of technology, such as iPad or Tablet.
How does the intervention align with the Common Core State Standards?	Continuous enhancement of regular classroom strategies to enable learning need to put in place and utilized on a daily basis.	Intervention is aligned to CCSS in which students will be skilled in the use of technology.

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

SCHOOLWIDE COMPONENT: Reform Strategies

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies . . . "

2014-2015 Interventions to Address Student Achievement

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Name of Intervention	**Content Area Focus**	**Target Population(s)**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (from IES Practice Guide or What Works Clearinghouse)
Read 180 Program System 44 Program	ELA	All students in Grades 3-5	All staff	Pre/Post tests Cycle Tests Benchmark Assessments-SRI	Comprehensive Assessment through various measures (includes portfolios, presentations, and tests), multiple learning styles are supported. Daily literacy lessons will be tiered based on student levels.
My Math Program	Mathematics	All students	All staff	Pre/Post tests Cycle Tests Benchmark Assessments Technology based Center activities	Increased engagement and retention
N/A		Homeless Migrant			
Reading Informational Text Read 180 Program System 44 Program	ELA	ELLs	All staff	Pre/Post tests WIDA Cycle Tests Benchmark Assessments Walkthroughs Evaluations	Comprehensive Assessments: Through various measures (includes portfolios, presentations, and tests) Multiple learning styles are supported. Daily literacy lessons will be tiered based on student levels.
Inclusion model Read 180 Program System 44 Program My Math Program		Students with Disabilities	All staff	Pre/post tests Cycle Tests Benchmark assessments Modification of IEP Increase students in LRE (Least Restrictive Environment)	Increased engagement with general education students.

SCHOOLWIDE COMPONENT: Reform Strategies

ESEA §1114(b)(I)(B) *strengthen the core academic program in the school*;					
Name of Intervention	**Content Area Focus**	**Target Population(s)**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (from IES Practice Guide or What Works Clearinghouse)

*Use an asterisk to denote new programs.

2014-2015 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

ESEA §1114(b)(I)(B) *increase the amount and quality of learning time, such as providing an <u>extended school year and before- and after-school and summer programs and opportunities</u>, and help provide an enriched and accelerated curriculum;*					
Name of Intervention	**Content Area Focus**	**Target Population(s)**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (from IES Practice Guide or What Works Clearinghouse)
Saturday Tutorial Program Summer Program After School Program	ELA	All students	Office of Government Programs	Pre/Post assessment results Report Card Grades Cycle Test Results	Research supports that students who struggle academically need more time on task than their peers in order to them to make gains. These students can benefit from supplemental instruction in attempting to raise rigor.
Saturday Tutorial Program First in Math Program Summer Program After School Program	Mathematics	All students	Office of Government Programs	Assessment Strategies Report Card Grades Cycle Test Results	Research supports that students who struggle academically need more time on task than their peers in order for them to make gains. All students can benefit from supplemental instruction in attempting to raise rigor.
N/A		Homeless Migrant			
Saturday Tutorial Program First in Math	ELA & Math	ELLs	Office of Government Programs All staff	Cycle Tests Report Card Grades	Research supports that students who struggle academically need more time on task than their peers in order for them to make gains. All students can benefit from supplemental instruction in

SCHOOLWIDE COMPONENT: Reform Strategies

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an _extended school year and before- and after-school and summer programs and opportunities_, and help provide an enriched and accelerated curriculum;					
Name of Intervention	**Content Area Focus**	**Target Population(s)**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (from IES Practice Guide or What Works Clearinghouse)
					attempting to raise rigor. Formative assessments involve English-language measures, phonological processing, letter knowledge, and word/text reading. Pairs of students at different ability levels/different English language proficiencies work together on academic tasks in both ELA and Math
Saturday Tutorial Program First in Math Summer Program After School Program Homework Clubs	ELA & Math	Students with Disabilities	Office of Government Programs All staff	PARCC Results Attendance records	Research supports that students who struggle academically need more time on task than their peers in order for them to make gains. All students can benefit from supplemental instruction in attempting to raise rigor. Formative assessments involve English measures, phonological processing, letter knowledge, and word and text reading. Pairs of students at different ability levels/different English proficiencies work together on academic task in both ELA and Math

*Use an asterisk to denote new programs.

2014-2015 Professional Development to Address Student Achievement and Priority Problems

SCHOOLWIDE COMPONENT: Reform Strategies

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
Standards implementation to focus on core academic areas	ELA	All ELA teachers	Office of Staff Development	Informal evaluation of classrooms providing a summary of results to staff including. Sign-In Sheets Agenda	Teaching higher order thinking skills to all students in the classroom while assessing students' needs with the use of a variety of formative assessments. Using exemplar on level text to enforce comprehension. Use of Reading Wonders* (ELA curriculum based on the Common Core Standards) for grades K-2, implemented in 2014-2015) and continued use of Harcourt Trophies for grades 3-5
My Math Program	Mathematics	All students	Office of Staff Development	Feedback from walkthroughs, evaluations, and examination of Oncourse indicates that "My Math" is being using frequently in all math classrooms.	"My Math" is written to meet the Common Core Standards. It is customized for the way teachers teach, personalized for the way students learn, and individualized to maximize student success.
N/A		Homeless Migrant			
Standards implementation to focus on academic areas Student feedback	ELA Mathematics	ELL	Office of Staff Development	Informal evaluation of classrooms providing a summary of results to staff that includes feedback on quality and frequency in the use of formative assessments. Increase	Helping At-Risk Students meet standards by increasing fluency, focusing on students' individual educational needs, and high-interest engagement among

SCHOOLWIDE COMPONENT: Reform Strategies

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
Student engagement				monitoring on teachers' attention in building fluency, focusing on students' individual needs, and high interest engagement. Sign-In Sheets Agendas	students.
Standards Implementation to focus on core academic areas Student feedback Student engagement	ELA Mathematics	Students with Disabilities	Director of Special Services	Informal evaluation of classrooms providing a summary of results to staff that includes feedback on quality and frequency in the use of formative assessments. Sign-In Sheets Agenda	Teaching higher order thinking skills to all students in the classroom while assessing students' needs. Using exemplar on level text to enforce comprehension. Use of Reading Wonders* (an ELA curriculum based on the Common Core Standards) and Harcourt Trophies

*Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: Reform Strategies

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;(2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and(3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of Schoolwide Program
(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? The schoolwide program for 2015 – 2016 will be evaluated and reviewed by the school principal and central administration.

2. What barriers or challenges does the school anticipate during the implementation process? Madison Avenue School is in need of technology in every classroom along with an upgraded media center.

3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)? Stakeholders will continually be invited to all school functions and activities.

4. What measurement tool(s) will the school use to gauge the perceptions of the staff? Surveys will be used to monitor staff perceptions of the program.

SCHOOLWIDE COMPONENT: Reform Strategies

5. What measurement tool(s) will the school use to gauge the perceptions of the community? Survey reports and attendance records at school functions will be reviewed and analyzed by the School Leadership Council, School Improvement Panel, and Data Team to plan strategies for improvement.

6. How will the school structure interventions? The school will structure interventions through conferences with students, the PBSIS Program, and the collaboration with stakeholders.

7. How frequently will students receive instructional interventions? Students will receive ELA and math interventions 4 times a week after school from November 2015 to April 2016.

8. What resources/ technologies will the school use to support the schoolwide program? Smartboards, Read 180, and "My Math" will be used along with Powerschool data, school and district websites, and school messenger service.

9. What quantitative data will the school use to measure the effectiveness of each intervention provided? PARCC results will be analyzed by the school Data Team and plans of action will be addressed during Common Planning Periods to form strategies to address deficiencies in ELA and mathematics.

10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups? Results will be shared through School Leadership Council, School Improvement Panel, and PTA meetings, parent workshops, conferences, etc.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance . . . such as family literacy services

Research continues to demonstrate that successful schools have significant and sustained levels of family and community engagement. Therefore, it is important that schoolwide plans contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2014-2015 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
Back to School Night Parent Conferences Parent Workshops	ELA & Mathematics	All students All parents Community members	Administration All staff Parent Coordinator	Attendance sheets and surveys provided to families and community members will gauge the success of each program and will enable the school to obtain feedback from those stakeholders. Homework completion rate	Institute of Educational Sciences' Practice Guide
First in Math	Mathematics	All students All parents Community members	Administration All staff	Data will be analyzed to determine the amount of student participation, guided by parental reinforcement at home.	First in Math program data analysis reported in ranking of each student daily, weekly, and monthly
N/A		Homeless Migrant			
Back to School Night Parent Conferences Staff web sites Parent Workshops	ELA & Mathematics	ELL	Administration All staff Parent Coordinator	Attendance sheets and surveys provided to families and community members will gauge the success of each program and will enable the school to obtain feedback from those	Institute of Education Sciences' Practice Guide

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
				stakeholders. Homework completion rate	
Back to School Night Parent Conferences Staff web sites Parent Conferences	ELA & Mathematics	Students with Disabilities	Administration All staff Parent Coordinator	Attendance sheets and surveys provided to families and community members will gauge the success of each program and will enable the school to obtain feedback from those stakeholders. Homework completion rate	Institute of Education Sciences' Practice Guide for Parent Involvement

*Use an asterisk to denote new programs.

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment?

   Madison Avenue School will provide information for parents concerning the new Common Core Standards in Mathematics and English Language Literacy, student academic achievement standards, along with state and local academic assessments. Partnerships among community, parents, and staff will focus on supporting student development in improving student outcomes. Information will focus on K-5 literacy assessments, K-5 mathematics assessments, and My Math program reports. Parental involvement is crucial for success of our students as research shows that parents that are involved within their child's school will not only be a viable resource, but will increase their child's success within school both academically and behaviorally. In addition, parental workshops will focus on factors which positively affect a positive school climate and to help parents to enable their children to become more technologically sophisticated at home.

2. How will the school engage parents in the development of the written parent involvement policy?

   Parents will be encouraged to meet with the school principal monthly during and after each School Leadership Council meetings. The school Parent Coordinator and School Parent, who are members of the School Leadership Council, will communicate to the rest of the parents the schedule and remind them of such meetings. Feedback from that stakeholders' group will be used to update the parent involvement policy.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

3. How will the school distribute its written parent involvement policy?

   The written parent involvement policy will be jointly developed through feedback and surveys from the parental community and then distributed to parents in reader friendly language. Madison Avenue School will then communicate the findings and plans of action via mailing, postings on the school website, on our bulletin board, and discussing the information at appropriate school related functions.

4. How will the school engage parents in the development of the school-parent compact?

   The development of the school-parent compact will be a joint effort. Meetings will be scheduled at convenient and flexible times.

5. How will the school ensure that parents receive and review the school-parent compact?

   The school-parent compact will be distributed at Open House Night or at Parent-Teacher Conferences.

6. How will the school report its student achievement data to families and the community?

   Communication between teachers and parents will be ongoing. Student achievement data will be reported during Parent-Teacher Conferences, quarterly report card distribution times, interim progress reports, on the school website, and through reasonable access to staff for consultation and updates to student progress.

7. How will the school notify families and the community if the district has not met its annual measurable objectives for Title III?

   Notification will be done via School Leadership Council meetings, parent workshops, and PTA meetings.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

8. How will the school inform families and the community of the school's disaggregated assessment results? The Director of Testing

   informs the community of the disaggregated assessment results at Board of Education meetings, letters, and the school website.

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan?

   The development of the Title 1 School-wide Plan will involve families and the community during convenient meetings scheduled

   throughout the year as well as open communication with the principal. Parents will also be involved in the activities of the school.

   Development of the plan will also take place through the PTA council, SLC meetings, and specific meetings with parents and staff

   regarding the plan

10. How will the school inform families about the academic achievement of their child/children?

    Information regarding the academic achievement of the children will be communicated through: parent-Teacher Conferences,

    quarterly report cards, interim progress, and reasonable access to staff for updates. All parents are mailed the results of their own

    child's NJASK scores. The principal has met individually with parents to discuss this data and will continue to do so in the 2014-2015

    school year.

11. On what specific strategies will the school use its 2015-2016 parent involvement funds?

    Parent Involvement budgets will reflect a commitment to the effective development, implementation, and evaluation of family

    engagement programs. These programs include, but are not limited to, the following workshops: Health & Awareness for Body,

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

Soul, and Mind, Family Engagement in Education, and NJASK Parent Workshops. The funds will continue to be used to provide

parents with professional development throughout the school year.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the ESEA requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by section 1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	28	Professional development opportunities are provided on a continuous basis. The school principal conveys a message to teachers that they are intricate members of the school community, and their input is encouraged. In addition, mentorship and tuition reimbursement are available along with support from content area supervisors.
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
Paraprofessionals who meet the qualifications required by ESEA (education, ParaPro test, portfolio assessment)	4	All paraprofessionals in the school are qualified via the Essex County Educational Services Commission.
Paraprofessionals providing instructional assistance who do not meet the qualifications required by ESEA (education, ParaPro test, portfolio assessment)*	0	

* The district must assign these paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. Therefore, the schoolwide plan must describe the strategies it will use to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
All candidates must have proper certification to be considered for a position at Madison Avenue School. At least one model lesson is observed before a candidate is considered for hiring. Stated references are contacted. In addition, new teachers attend an orientation program prior to the beginning of a new school year, and on-going training is conducted for those teachers throughout the year.	**School Principal** **School Leadership Committee** **Central Administration**